**Teacher implementation of one-to-one conferences to utilize the results provided by the classroom diagnostic tools . . . and other data**

**What is the purpose of one-to-one conferences?**

One-to-one conferences enhance the relationship between teacher and student, giving the teacher a better understanding of what each student is capable of doing, and what each student needs to do to move toward independence. One-to-one conferences can improve self-esteem and aid in the development of a literate community (Calkins 1986). One-to-one conferences encourage daily interaction and create specific time for a student and teacher to talk.

Information about students is crucial to a teacher’s ability to calibrate tasks and lessons to students’ current understandings and skills (*Adding It UP, National Research Council, Kilpatrick, Swafford,* 2001, 349). In a one-to-one conference, the learner and teacher identify individual strengths and areas of growth and then make plans to address them. The one-to-one conference provides a brief time to talk about formal assessments and to learn where students are socially and intellectually, and it also informs students where they stand academically. The one-to-one conference is a time for the teacher to check student progress, encourage student efficacy, discover the specific needs of a student, and coach a student to do better by setting individual learning goals.

Graves (1983) puts it best: “When the teacher talks we learn . . . when the child talks, the child learns . . . and when the child talks, the teacher can help” (137-138). The consistent use of one-to-one conferences to check on the general well-being of each student on a daily basis is highly encouraged. Teachers are also encouraged to take notes regarding any special concerns and bring them to the attention of the grade level/universal team and/or the department/core team. Together the team can develop a plan to address these concerns.

**When should one-to-one conferences be formally scheduled?**

Schedule a time for one-to-one conferences with students soon after you assess the targeted students in your classroom using the Pennsylvania Department of Education Classroom Diagnostic Tools and/or other assessments.

**How should a teacher prepare for the one-to-one conference?**

Analyze the detailed diagnostic reports and/or other assessments to understand the strengths and needs of each student. Look for trends and contradictory trends. Interpret results and group students by their diagnostic profiles or other data to target specific instruction. (This is a flexible group, not an established group.)

**How should a one-to-one conference be conducted?**

Share the student’s individual learning progression map report and set goals. These goals may support the student’s struggle with foundational content and/or with more advanced content. Take time to examine the student's work with the student present. This is an active event in which both the learner and the teacher identify strengths and areas of growth and make plans to address these areas using the materials and resources on the Pennsylvania Standards Aligned System (SAS) or other teacher recommended resources. Talk with the student regarding his or her personal understanding of individual areas of strength or areas to build upon. Write down the established goals and accomplishments. Let the student know you will meet again formally in a few weeks to check for understanding, and that you will also check in on a daily basis.

**What should you do with the remainder of the students while you are conferencing?**

Establish procedures and expectations for effective classroom work during independent time. Set specific expectations and require students to use skills that are defined, taught, and modeled for them. Consider designating a lead student in the classroom to answer questions while you are conferencing.

**How long should a one-to-one conference take?**

As long as you are prepared, each conference should take from 3 to 5 minutes. Be sure to allow time for every student to be included in these sessions. Times may vary slightly based on student need, but keep to your schedule.

**How do you schedule targeted instruction?**

The schedule for targeted instruction should be based on the RtII (Response to Instruction and Intervention) Tier 1, 2, or 3 levels. All students need Tier 1 and, depending on the results of the CDT and other data, scheduling targeted instruction will depend on the pre-determined organization time created by the team at your school.

**What is a flexible group?**

A flexible group is a small group of students scheduled to work on specific skills at the students’ instructional level. Flexible grouping is used to help students better understand strategy components using grade-level eligible content appropriately linked to Materials and Resources on SAS or other teacher resources. Flexible groups never stay the same. Depending on the skills and the results from the performance diagnostic categories from the CDT and other data, this grouping changes regularly.